# Texas Education Agency
# Standard Application System (SAS)

## 2016–2018 PreK Partnership Planning Grant

| | | FOR TEA USE ONLY<br>Write NOGA ID here: |
|---|---|---|
| **Program authority:** | The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158. | |
| **Grant Period** | February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017. | |
| **Application deadline:** | 5:00 p.m. Central Time, October 25, 2016 | Place date stamp here. |
| **Submittal Information:** | Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:<br>Document Control Center, Division of Grants Administration<br>Texas Education Agency, 1701 North Congress Ave<br>Austin, TX 78701-1494 | |
| **Contact information:** | Marnie Glaser: marnie.glaser@tea.texas.gov | |

## Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | | Amendment # | |
|---|---|---|---|---|---|
| Everman ISD | 220904 | | | | |
| Vendor ID # | ESC Region # | | | DUNS # | |
| 756001394 | 11 | | | 068384999 | |
| Mailing address | | | City | State | ZIP Code |
| 608 Townley | | | Everman | TX | 76140- |

**Primary Contact**

| First name | M.I. | Last name | | Title | |
|---|---|---|---|---|---|
| Cathy | | Sewell | | Assistant Supt. for Curriculum | |
| Telephone # | | Email address | | FAX # | |
| (817)568-3500 | | csewell@eisd.org | | (817)568-3508 | |

**Secondary Contact**

| First name | M.I. | Last name | | Title | |
|---|---|---|---|---|---|
| Jennifer | | Samuel | | Exec. Director Elem Education | |
| Telephone # | | Email address | | FAX # | |
| (817)568-3500 | | jsamuel@eisd.org | | (817)568-3508 | |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Curtis | | Amos | Superintendent |
| Telephone # | | Email address | FAX # |
| (817)568-3500 | | camos@eisd.org | (817)568-3508 |

Signature (blue ink preferred)　　　　　　　　　　Date signed

_____　　October 12, 2016

*Only the legally responsible party may sign this application.*

701-16-109-009

| Schedule #1—General Information | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 3 | Certification of Shared Services | ☐ | ☐ |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | ☐ |
| 8 | Professional and Contracted Services (6200) | | ☐ |
| 9 | Supplies and Materials (6300) | | ☐ |
| 10 | Other Operating Costs (6400) | | ☐ |
| 11 | Capital Outlay (6600) | | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 18 | Equitable Access and Participation | ☒ | ☐ |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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## Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |
|---|---|

### Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| 1. | Letter of Partnership Intent | A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information. |

### Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |

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| | Schedule #2—Required Attachments and Provisions and Assurances |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval.  If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships. |
| 4. | Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following:<br>    a) District Charter<br>    b) District of Innovation<br>    c) Contract for Educational Services |
| 5. | SRI expansion must include provision of:<br>    a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center<br>    b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction |
| 6. | Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant. |
| 7. | The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract. |
| 8. | The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships. |
| 9. | The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in. |
| 10. | The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers. |
| 11. | The applicant will use the funding to align or purchase curriculum for the private provider/s. |
| 12. | The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community. |
| 13. | The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period. |
| 14. | The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms. |
| 15. | The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment. |
| 16. | The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district. |
| 17. | The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices. |

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| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Everman Independent School District (EISD) is applying for the PK Partnership Planning grant to increase the number of children ready for Kindergarten by developing a partnership with two TRS 4 STAR providers, La Petite of Forest Hill childcare and BT Williams Head Start.The partnerships will provide full day, full year quality Pre-Kindergarten programs to at least 220 PK eligible 4 year old students. Using the *Contract for Educational Services* model, classes will be held at EISD campuses with district teachers providing one-half day instruction and private childcare instructors providing one-half day instruction. La Petite will partner at Souder Elementary. BT Williams Head Start will partner at Hommel, E Ray, and Townley elementary schools. Everman ISD PKs have earned the designation of *Texas School Ready!*(TSR) which uses state-adopted curriculum and CIRCLE activities to cover all domains of the Texas PK Guidelines and the Classroom Assessment Scoring System (CLASS) to monitor student progress. Grant funding will provide training for all participants including, PK Mentors at participating campuses to support implementation of the Texas School Ready model, Head Start mentors focusing on improving teaching and learning and promoting family engagement, the Texas Rising Star mentor targeting the fulfillment of TRS standards including teacher credentials, and the EISD Early Childhood Facilitator presenting workshops in the use of Gomez and Gomez Dual Language, Kagan, and Marzano strategies. Classes will take place in EISD early learning classrooms equipped with manipulatives selected to engage students in learning. At this time, district PK programs serve approximately 50% of eligible learners. In the 2016-17 school year, two elementaries expanded to full day PK services: one through a partnership with Head Start and the other through PK expansion funding. The grant program will enable EISD to to fulfill our goal of expanding partnerships to establish full time PK programs at each EISD elementary school to ensure all students enter Kindergarten prepared to succeed in school. **Budget**: The District Wide Improvement Committee meets four times each year to set goals for improvement and specify budgets, curriculum, patterns in staffing, and professional development that are directly related to data-based needs and school organization. The committee consists of individuals who directly reflect the subpopulations and diversity of the community including professional staff, parents, community representatives, and business partners. With the help of TRS and Head Start leaders, the group developed an implementation plan for the grant including goals, critical success factors, milestones, and activities. To develop the grant budget, the team acquired cost estimates to implement grant activities including training, coaching, curriculum, materials and progress monitoring. **Demographics**: EISD serves a diverse student population that includes approximately 43% African American, 51% Hispanic, and 6% White or Other Races. The vast majority of students in the district (83%) live in low income housing. During important developmental years, many of these learners do not have access to educational resources and experiences that lead to success in school. A study of early child care conducted by the National Institute of Child Health and Human Development found children in high quality child care score higher than their peers in low quality care in the development of language, literacy, and math skills. Providing high quality PK for our students will improve academic achievement and school success. **Assessment**: EISD works with the ESC Region 11 to train educators to administer the CLASS progress monitoring tool. At Professional Learning Community meetings and through co-teaching sessions, PK Mentors will guide instructors in using the data to make instructional decisions that improve teaching and learning. Campus principal will provide student, class, and grade level data to the PK Partnership Leadership Team after each administration. The team will work with the Campus Improvement Committee to review the data and campus feedback to recommend professional development (training, workshops, PLCs, coaching), updates to district PK Curriculum Focus Documents, and acquisition of classroom resources to improve student performance. **Management Plan**: The grant will be directed by the Assistant Superintendent for Curriculum and Instruction. Day-to-day implementation will be overseen by campus Principals. The administrators will work with the Leadership Team to develop a timeline for grant activities for each program goal including hiring of personnel, student assessment, professional development, purchase of materials and resources, parent participation events, and program reporting. Progress in implementation of activities to meet milestones for each goal will be reviewed by the Leadership Team and Campus Improvement Team each nine weeks. The team will discuss concerns and provide resources to stay on track to meet the established timeline. Annually, the District Improvement Committee will evaluate the programs effectiveness in meeting the goal of Kindergarten Readiness. Based on data and feedback, the DWIC will identify EISD PK needs and set annual goals for improvement. **Evaluation**: Evaluation will be designed by the Campus Improvement Team and conducted by the DWIC annually to determine the effect of the program on five student performance goals as well as project management. *(1) Increase the number of children receiving high quality PK*: PEIMS data will be used to determine the number of children receiving

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| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

services; (2) *Increase the number of full day, full year PK programs*: The team will use the TEA compliance and monitoring tool to determine the number of specific partnerships established; *3) Improve and increase continuity of instruction:* The team will the TEA compliance and monitoring tool to determine the number of child care and LEA teachers receiving professional development and coaching assistance. The team will use Campus Observation Tool (COT) observation information for all PK educators and T-TESS for certified teachers to determine the effectiveness of the program on improving instruction; (4) *Improve Kindergarten readiness*: The team will use Kindergarten readiness results to evaluate effectiveness of the program in preparing students for Kindergarten; and *(5) Improve transitions from early childhood to Kindergarten*: Participant feedback will be collected from parent engagement surveys. The evaluation report will be used by the District Wide Improvement Committee to plan for improvement of EISD PK programs and services in the upcoming school year. **Statutory Requirements:** The application completely and accurately answers all statutory requirements: (1) Everman ISD will comply with the fingerprinting requirement per Section 22.0834 of the Texas Education Code. **TEA Requirements:** The application completely and accurately answers all TEA requirements: (1) EISD provides assurance that program funds will supplement and not supplant state mandates, State Board of Education rules, and activities previously conducted with state or local funds. EISD provides assurance that state or local funds will not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. (2) The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act from general release to the public. (3) EISD will initiate and implement at least one contractual preK partnership with TRS 4 providers, La Petite Academy of Forest Hill and BT Williams Head Start, within 6-18 months of receiving grant approval. (4) Each contractual agreement for provision of PreKindergarten 4 by La Petite Academy of Forest Hill and BT Williams Head Start will include a *Contract for Educational Services*. (5) All partnerships will include provision of state adopted curriculum resources and CLASS progress monitoring tools for PK students. Shared training for private centers will include but not be limited to the use of CLASS progress monitoring tools and review of Texas Pre-Kindergarten Guidelines for improving teacher instruction. (6) EISD has provided letters of intent with La Petite Academy and Head Start to implement a contractual agreement.(7) EISD will contract with the TRS 4 providers for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract. (8) EISD will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with the TRS 4 providers. (9) EISD will use the funding that is budgeted to expand the partnership with Head Start including providing state adopted curriculum resources that cover the domains of the PK Guidelines. The Early Childhood Facilitator and outside consultants will share district training such as the use of CIRCLE, Gomez and Gomez, Kagan, Marzano strategies with all participating staff during PLC sessions. ESC 11 trainers will teach EISD and partner educators and administrators to administer CLASS and to access and use data reports. (10) EISD will use grant funding to implement CLASS progress monitoring. PK Mentors will train teachers to use CLASS data to inform instruction, conduct classroom observations, and provide coaching. (11) PK Mentors will provide coaching for all participants in the use of Curriculum Focus Documents that align TX PK Guidelines with classroom curriculum and instruction. (12) EISD will use grant funding to offer early childhood training that is being provided to district educators by PK Mentors, Head Start Mentors, the Early Childhood Facilitator, and the TRS Mentor to TRS 2, 3, and 4 providers in the community. (13) EISD has developed a sustainability plan that includes using increased ADA, High Quality PreKindergarten grant funding, and all available local, state, and federal funds to expand and sustain programs after the grant. (14) EISD will use funding to administer the CLASS progress monitoring tool in partner classrooms. (15) EISD will evaluate student outcomes based on results of the beginning-of-year Kindergarten TPRI scores. PK educators will review EISD Curriculum Focus documents that align Texas PK Guidelines to curriculum and instruction and make revisions based on data. (16) EISD will include students enrolled in 4 yr old partnership classrooms in the district PEIMS data submission. (17) EISD will implement the compliance and monitoring tool provided by TEA twice each year to assist with monitoring private providers for compliance and identification of effective practices. **Sustain**: EISD school improvement goals include using all available funding to form and expand high quality PK partnerships. Everman students, parents, educators, and partners are committed to the proposed program which will improve PK programs and prepare all children for Kindergarten and school success.

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| | | | | | | |
|---|---|---|---|---|---|---|
| **Schedule #6—Program Budget Summary** | | | | | | |
| County-district number or vendor ID: 220904 | | | | Amendment # (for amendments only): | | |
| Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158 | | | | | | |
| Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017. | | | | Fund code/shared services arrangement code: 203/292 | | |

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Pre- Award Cost |
|---|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $263,716 | $4150 | **$267,866** | $ |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $16,800 | $ | $16,800 | $ |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $119,098 | $ | $119,098 | $ |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $26,100 | $ | $26,100 | $ |
| Schedule #11 | Capital Outlay (6600) | 6600 | $16,320 | $ | $16,320 | $ |
| Total direct costs: | | | $263,470 | $4,150 | $267,620 | $ |
| Percentage% indirect costs (see note): | | | N/A | $ | $ | $ |
| Grand total of budgeted costs (add all entries in each column): | | | $442,034 | $4,150 | $446,184 | $ |

**Shared Services Arrangement**

| | | | | | |
|---|---|---|---|---|---|
| 6493 | Payments to member districts of shared services arrangements | $ | $ | $ | $ |

**Administrative Cost Calculation**

| | |
|---|---|
| Enter the total grant amount requested: | $446,184 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $22,309 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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| | **Schedule #7—Payroll Costs (6100)** | | | | |
|---|---|---|---|---|---|
| County-district number or vendor ID: 220904 | | | Amendment # (for amendments only): | | |
| | **Employee Position Title** | **Estimated # of Positions 100% Grant Funded** | **Estimated # of Positions <100% Grant Funded** | **Grant Amount Budgeted** | **Pre-Award** |
| **Academic/Instructional** | | | | | |
| 1 | Teacher | | | $ | $ |
| 2 | Educational aide | | | $ | $ |
| 3 | Tutor | | | $ | $ |
| **Program Management and Administration** | | | | | |
| 4 | Project director | | | $ | $ |
| 5 | Project coordinator | | | $ | $ |
| 6 | Teacher facilitator – Early Childhood Facilitator Support PK Partnership, train teachers and private care instructors | 1 | | $67,000 | $ |
| 7 | Teacher supervisor | | | $ | $ |
| 8 | Secretary/administrative assistant | | | $ | $ |
| 9 | Data entry clerk | | | $ | $ |
| 10 | Grant accountant/bookkeeper | | | $ | $ |
| 11 | Evaluator/evaluation specialist | | | $ | $ |
| **Auxiliary** | | | | | |
| 12 | Counselor | | | $ | $ |
| 13 | Social worker | | | $ | $ |
| 14 | Community liaison/parent coordinator | | | $ | $ |
| **Other Employee Positions** | | | | | |
| 15 | PK Mentor – train, observe, coach, participant EC teachers at five campuses/two partner sites | 3 | | $144,000 | $ |
| 16 | Title | | | $ | $ |
| 17 | Title | | | $ | $ |
| 18 | | Subtotal employee costs: | | | $211,000 | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | | |
| 19 | 6112 | Substitute pay – teachers attend training (12 teachers/2 day each/$80 sub pay per day – attend PK Conference and/or workshops) | | $1920 | $ |
| 20 | 6119 | Professional staff extra-duty pay – teachers attend training (12 teachers/2 day each/ $150 per day) | | $1800 | $ |
| 21 | 6121 | Support staff extra-duty pay – aides & private childcare instructors attend training (12 aides & care givers/2 day each/$60 sub pay per day – attend workshops) | | $1440 | $ |
| 22 | 6140 | Employee benefits ($215,440 x .24) | | $51,706 | $ |
| 23 | | Subtotal substitute, extra-duty, benefits costs | | $56,866 | $ |
| 24 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$267,866** | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | |
|---|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): | |
| **NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |

**Professional and Contracted Services Requiring Specific Approval**

| | Expense Item Description | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land | $ | $ |
| | Specify purpose: | | |
| a. | **Subtotal of professional and contracted services (6200) costs requiring specific approval:** | $ | $ |

**Professional and Contracted Services**

| # | Description of Service and Purpose | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|
| 1 | | $ | $ |
| 2 | | $ | $ |
| 3 | | $ | $ |
| 4 | | $ | $ |
| 5 | | $ | $ |
| 6 | | $ | $ |
| 7 | | $ | $ |
| 8 | | $ | $ |
| 9 | | $ | $ |
| 10 | | $ | $ |
| 11 | | $ | $ |
| 12 | | $ | $ |
| 13 | | $ | $ |
| 14 | | $ | $ |
| b. | **Subtotal of professional and contracted services:** | $ | $ |
| | • **Remaining 6200—Professional and contracted services that do not require specific approval:** Shared professional development and teacher training in CIRCLE, Gomez and Gomez, Marzano, aligning PK Guidelines, implementing PK Guidelines, administering CLASS, Texas Rising Star workshops. | $16,800 | $ |
| | **(Sum of lines a, b, and c) Grand total** | $16,800 | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | | |
|---|---|---|---|
| County-District Number or Vendor ID: 220904 | | Amendment number (for amendments only): | |
| Supplies and Materials Requiring Specific Approval | | | |
| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
| 6300 | Total supplies and materials that do not require specific approval: High quality curriculum private care classes, CLASS assessment tools private care, materials to implement activities aligned with the PK Guidelines including center materials; iPads to administer CLASS. | $119,098 | $ |
| | Grand total: | $119,098 | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|---|---|---|
| County-District Number or Vendor ID: 220904 | Amendment number (for amendments only): | | |
| **Expense Item Description** | | **Grant Amount Budgeted** | **Pre-Award** |
| 6413 | Stipends for non-employees other than those included in 6419 | $ | $ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | $ | $ |
| | Subtotal other operating costs requiring specific approval: | $ | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: PK conference, CIRCLE 2 Day , workshops including alignment of PK Guidelines | $26,100 | $ |
| | Grand total: | $26,100 | $ |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #11—Capital Outlay (6600) | | | | | |
|---|---|---|---|---|---|
| County-District Number or Vendor ID: 220904 | | | Amendment number (for amendments only): | | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | $ | $ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | | | $ | $ | $ |
| 3 | | | $ | $ | $ |
| 4 | | | $ | $ | $ |
| 5 | | | $ | $ | $ |
| 6 | | | $ | $ | $ |
| 7 | | | $ | $ | $ |
| 8 | | | $ | $ | $ |
| 9 | | | $ | $ | $ |
| 10 | | | $ | $ | $ |
| 11 | | | $ | $ | $ |
| 66XX—Software, capitalized | | | | | |
| 12 | | | $ | $ | $ |
| 13 | | | $ | $ | $ |
| 14 | | | $ | $ | $ |
| 15 | | | $ | $ | $ |
| 16 | | | $ | $ | $ |
| 17 | | | $ | $ | $ |
| 18 | | | $ | $ | $ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | Centers for PK (TSR! Model seven centers) | 30 | $544 | $16,320 | $ |
| 20 | | | $ | $ | $ |
| 21 | | | $ | $ | $ |
| 22 | | | $ | $ | $ |
| 23 | | | $ | $ | $ |
| 24 | | | $ | $ | $ |
| 25 | | | $ | $ | $ |
| 26 | | | $ | $ | $ |
| 27 | | | $ | $ | $ |
| 28 | | | $ | $ | $ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 29 | | | | $ | $ |
| | | | Grand total: | $16,320 | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #12—Demographics and Participants to Be Served with Grant Funds

| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |
|---|---|

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total district enrollment: | | | 5528 | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | 117 | 42.9% | Attendance rate | 95.4% |
| Hispanic | 139 | 50.9% | Annual dropout rate (Gr 9-12) | 1.4% |
| White | 14 | 5.1% | Students taking the ACT and/or SAT | 62.3% |
| Asian | 3 | 1.1% | Average SAT score (number value, not a percentage) | 1225 |
| Economically disadvantaged | 4,584 | 82.9% | Average ACT score (number value, not a percentage) | 16.4 |
| Limited English proficient (LEP) | 1,484 | 26.8% | | |
| Disciplinary placements | 188 | 3.1% | | |

**Comments**

There are five elementary campuses in Everman ISD. Each school serves 50% to 60% of eligible PK 4 year old learners in a half day program. Two elementary schools with the lowest 3$^{rd}$ grade STAAR scores, Townley and Bishop Elementary, have each established two full day PK classes for the 2016-17 school year. The PK Partnership Planninng grant will enable each school to partner with BT Head Start to offer two additional full day PK classes for 4 year old learners. The remaining three EISD elementary schools will also convert half day PK classes to full day classes through the PK grant program: (1) Souder Elementary serves 507 students. In 2015, 75% of economically disadvantaged and 77% of English language learners met standards on 3$^{rd}$ grade reading. Souder Elementary proposes to partner with La Petite of Forest Hills to provide 4 full day PK classes; (2) Hommel Elementary serves 384 students in Pre-Kindergarden through 4$^{th}$ grade. The district needs assessment reveals only 61% of economically disadvantaged learners met standards in 3$^{rd}$ grade reading in 2015. Hommel Elementary proposes to partner with BT Williams Head Start to provide 2 full day PK classes; (3) E. Ray Elementary serves 415 students. In 2015, 82% of economically disadvantaged met standards on 3$^{rd}$ grade reading. E.Ray Elementary proposes to partner with BT Williams Head Start to provide 4 full day PK classes. PK partnerships will increase the number of 4 year old PK eligible students served at each elementary to enable all high need learners to enter school 'Kindergarten ready' and meet state achievement standards by third grade.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

| **Category** | **Number** | **Percentage** | **Category** | **Number** | **Percentage** |
|---|---|---|---|---|---|
| African American | 79.5 | 23.2% | No degree | 0 | 0% |
| Hispanic | 61.6 | 18% | Bachelor's degree | 278.2 | 81.2% |
| White | 193.7 | 56.5% | Master's degree | 63.6 | 18.6% |
| Asian | 3 | .9% | Doctorate | 1 | .3% |
| 1-5 years exp. | 97.9 | 28.6% | Avg. salary, 1-5 years exp. | $48,872 | N/A |
| 6-10 years exp. | 98 | 28.6% | Avg. salary, 6-10 years exp. | $50,230 | N/A |
| 11-20 years exp. | 73 | 21.3% | Avg. salary, 11-20 years exp. | $51,849 | N/A |
| Over 20 years exp. | 47.4 | 13.8% | Avg. salary, over 20 years exp. | $55,439 | N/A |

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) ||
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | 120 | | | | | | | | | | | | | | 120 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | 90 | | | | | | | | | | | | | | 90 |
| **TOTAL:** | 210 | | | | | | | | | | | | | | 210 |

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | 11 | | | | | | | | | | | | | | 11 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | 10 | | | | | | | | | | | | | | 10 |
| **TOTAL:** | 21 | | | | | | | | | | | | | | 21 |

**Part 5: Campuses to Be Served with Grant Funds**

| Campus Name | Campus # | Selection Criteria |
|---|---|---|
| Townley Elementary (2 full day classes) | 220904106 | Student demographics, achievement |
| Bishop Elementary (2 full day classes) | 220904101 | Student demographics, achievement |
| Souder Elementary (4 full day classes) | 220904103 | Student demographics, achievement |
| Hommel Elementary (2 full day classes) | 220904104 | Student demographics, achievement |
| E Ray Elementary (4 full day classes) | 220904102 | Student demographics, achievement |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the Superintendent leads the District Wide Improvement Committee (DWIC) in conducting a comprehensive needs assessment at the conclusion of the school year. ESC Region 11 has worked with EISD over the past three years to provide technical assistance in conducting needs assessment. **Review Data**: The first step in the process is to establish trends in data using TEA resources including PEIMS data, Texas Academic Performance Reports, State Accountability Data Tables, and Federal Accountability Data Tables. Data is also gathered from: PK progress monitoring inventories, TPRI, STAAR and EOC reports, report cards, attendance at the student and grade level, tardy reports, educator observations, parent attendance at school events, parent surveys, staff development evaluations, and other information sources. In reviewing 2015 data, the team found the school district serves approximately 5528 students. The student population is approximately 43% African American, 51% Hispanic, and 5% White and 1% Other Races. The vast majority of students in the district (83%) live in low income housing and 27% are English language learners. Academic data indicates both groups scored lower than the general population and the highest discrepancies were shown in $3^{rd}$ grade reading and math. As the team reviewed Texas Primary Reading Inventory scores of students in Kindergarten through $2^{nd}$, it became evident many EISD students from low income homes enter Kindergarten without the educational experiences and language abilities to succeed in school and gaps widen as learners progress through $1^{st}$ and $2^{nd}$ grade. The team examined the EISD Pre-Kindergarten program. There are five elementary campuses in Everman ISD. 4 year old students are served at each campus in a half day, full year program. Each campus PK program has been awarded Texas School Ready! status and provides high quality programs and services for learners. However, high need PK eligible students attend only 3.5 hours each day and only 60% of eligible children attend district programs. In reviewing parent surveys it was found that many students attend full day private child care. **Establish Priorities** - The EISD Board of Trustees has established one goal and one purpose for Everman ISD – student success. Based on the needs assessment, the DWIC determined full day, full year PK will improve Kindergarten readiness and student achievement for high need students. The team ranked the campuses from highest need to lowest need based on $3^{rd}$ grade reading STAAR scores as Townley, Bishop, Sounder, Hommel, and E. Ray Elementary. **Set Goals** – To meet the district goal of improving Kindergarten readiness and increasing student success on STAAR by third grade, the improvement team determined the campuses with highest need. As a result, Townley and Bishop Elementary schools piloted full day PK programs in 2016-17. It was determined Townley would use High Quality Pre-K Program funds awarded in 2016 to initiate a full day program. Bishop would form a partnership with Head Start of Forest Hills to establish a full day program. The team determined remaining elementary campuses would establish full day PK programs within 3 years. **Determine Strategies** - With the guidance of ESC Region 11, the team established five objectives of the PK program: (1) Increase the number of children receiving high quality PK services; (2) Increase the number of EISD students attending full-day PK; (3) Share training and resources to increase Kindergarten readiness; (4) Provide professional development and coaching to improve instruction; and (5) Assist learners in transitioning from school district and private programs to Kindergarten. The committee aligned activities, personnel, funding, and timelines to each objective and included the information in the District and Campus Improvement Plans. In this way, the improvement plans become the road map for the PK Partnership Planning Leadership Team to address areas of low performance and meet identified needs. **Adjust Plan** - An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. Campus Improvement Committees will meet four times each year to monitor student and program level data and to adjust grant personnel, resources, and timelines to meet performance measures. The District Improvement Committee will meet annually to provide determine if annual academic and project management goals have been met and to develop the District Improvement Plan for the upcoming school year. **Summary:** The PreK Partnership Planning Grant was developed based on a comprehensive needs analysis. Through a site based decision making process, the district planned the program. The Assistant Superintendent for Curriculum and Instruction will work closely with the Campus Improvement Committee to monitor implementation of grant activities and stakeholder participation. The DWIC will evaluate the effectiveness of the full day PK program in meeting the district goal of student success on STAAR reading and math by 3rd grade. Together we will ensure we meet the EISD Board goal and purpose – student success.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | Everman ISD provides half day, full year PK services to 128 eligible 4 year old students at five elementary schools. This number is 50% to 60% of students who will enter EISD Kindergarten classes. The majority of learners served by each early learning program are low income and have limited educational experiences that lead to school success. There is a need to increase the number of students who enroll in high quality PK programs. | A Leadership Team will be formed including members from EISD, Head Start, La Petite, parents, and community. The team will develop a framework for assessment, curriculum & instruction, PD, teacher observation and coaching, material acquisition and program evaluation. A timeline of events will be developed to enhance implementation. The TEA Monitoring and Compliance tool will guide the team in reviewing implementation and making revisions as warranted. The team will develop a sustainability plan. |
| 2. | Everman ISD currently serves PK learners in half day programs. The number of PK students served by the district has decreased annually over the past three years. During the same time period, 3$^{rd}$ grade reading scores on STAAR have declined for economically disadvantaged students and English language learners. There is a need to increase the number of high need students who attend full-day, full year Pre-Kindergarten. | Parent surveys will be conducted during the spring of 2017. Information will be used to structure the PK program: (a) hold recruitment events at partner sites to provide information about the full-day program; (b) develop a staffing, facilities and transportation plan. EISD and private providers will sign a 3 year contract within 6 to 18 months of the grant award to implement full day services at two campuses. EISD will include 3 and 4 year old students enrolled in partner classrooms in PEIMS data submission. |
| 3. | The Everman ISD Pre-Kindergarten program is *Texas School Ready!* The program uses Big Day for PK curriculum to cover all domains of the PK Guidelines and CLASS to monitor student progress. Child care partners do not have the same high quality curriculum and materials, or progress monitoring tools. There is a need to share training and resources to increase Kindergarten readiness. | The applicant will use grant funding to provide shared resources including: (a) state adopted curriculum resources; (b) CIRCLE Two Day Training and materials for centers; (c) CLASS software and training for administration of the progress monitoring tool. (d) Student outcomes will be evaluated using results from a Kindergarten Readiness assessment. PK educators will work to the revise EISD Curriculum Focus Documents based on student outcomes. |
| 4. | EISD Pre-Kindergarten teachers utilize CIRCLE reading activities, Gomez/Gomez Dual Language Enrichment Model, Kagan, and Marzano strategies to develop academic, social, and emotional readiness skills and ensure each child is ready to succeed in Kindergarten. The EC Early Childhood Facilitator will train teachers and mentors. PK Mentors will plan with teachers at PLC meetings. There is a need to provide high quality training and instructional resources that empower teachers to improve instruction. | The grant program will provide salary for an Early Childhood Facilitator to support partnerships and provide shared training opportunities for teachers and mentors. The facilitator will present PD to implement CIRCLE language and literacy activities, Gomez & Gomez dual language strategies, and Marzano approaches for using effective practices. PK Mentors will work with teachers to support integration of strategies and instructional materials into lessons, conduct classroom observations, and coach teachers. TRS mentor will facilitate program. |
| 5. | Everman ISD has implemented a family engagement plan that embraces cultural differences and works closely with families to involve 'hard to reach' parents in school activities and their child's education. There is a need to conduct family engagement activities with the partnering private provider to educate families about academic expectations, learning activities, and events to ultimately assist learners in transitioning from ISD and private PK programs to Kindergarten. | The EISD & Head Start Family Engagement Facilitators will coordinate events. Each partner will form an informal parent team to establish communication between families and advertise events. A listing of businesses, service agencies, and health providers will be available to families. *Great Expectations* meetings will be held collaboratively to explain academic expectations. Family Fun Nights will equip families with tools to enhance and extend learning. PK and K Roundups will be held at partner sites. |

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| Schedule #14—Management Plan | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | Assistant Superintendent for C & I | Certified teacher and administrator with at least five years leadership experience. Duties include supervision of curriculum and instruction, career and technical education, K-12l education, multilingual services, and school improvement. The administrator will serve as Grant Director. |
| 2. | Early Childhood Facilitator | Certified teacher with credentials to teach early childhood and elementary grades. Facilitator must have successful experience in conducting professional development, coordinating events, facilitating meetings, and supervising administration of assessments and data use training. |
| 3. | Family Engagement Facilitators | Qualifications include a college degree with coursework in psychology, human development, sociology, or a related field. Experience coordinating services for high need families and performing clerical duties in a public agency or school district. Bilingual candidates preferred. |
| 4. | PK Mentors | Certified teacher with credentials to teach early childhood and elementary grades. EISD and HS Mentors must have successful experience in coaching teachers to use the TSR program, facilitating PLC meetings, conducting classroom observations, and administering CLASS. |
| 5. | EC Instructors and Aides | Early Childhood teachers and aides from EISD and private child care providers. Bilingual instructors preferred for classrooms serving English language learners. Instructors will be selected based on successful experience in teaching EC learners in a school of private child care setting. |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | Increase the number of children receiving high quality PK services | 1. | Form  PPP Leadership Team to initiate partnerships | 02/15/2017 | 06/30/2018 |
| | | 2. | Develop framework-full day curriculum & instruction | 02/15/2017 | 03/31/2017 |
| | | 3. | Develop timeline–PD, PLCs, coaching, assessment | 04/03/2017 | 04/28/2017 |
| | | 4. | Develop sustainability plan for partnerships | 02/15/2017 | 04/28/2017 |
| | | 5. | Administer TEA Monitoring/ Compliance Tool 2/yr | 05/22/2017 | 05/21/2018 |
| 2. | Increase number of ECD students attending full-day Pre-Kindergarten | 1. | Conduct Parent Surveys at beginning and end of yr | 04/03/2017 | 05/14/2018 |
| | | 2. | Conduct PK recruitment events at all partner sites | 03/06/2017 | 06/30/2018 |
| | | 3. | Develop facilities, staffing, and transportation plan | 02/15/2017 | 03/31/2017 |
| | | 4. | Implement 3 year contract with TRS 4 providers | 07/17/2017 | 06/30/2018 |
| | | 5. | Input 3 and 4 year old student data into PEIMS 2/yr | 12/11/2017 | 06/15/2018 |
| 3. | Share training and resources to increase Kindergarten readiness | 1. | Provide state adopted curriculum to partners | 07/17/2017 | 09/01/2017 |
| | | 2. | Provide CIRCLE activities and materials to partners | 07/17/2017 | 09/01/2017 |
| | | 3. | Provide CLASS progress monitoring tool and PD | 09/04/2017 | 05/14/2018 |
| | | 4. | Administer Kindergarten Readiness assessment | 05/01/2017 | 05/18/2018 |
| | | 5. | Use K Readiness data to revise Curriculum Focus | 09/25/2017 | 06/30/2018 |
| 4. | Provide professional development and coaching to improve instruction | 1. | Hire Early Childhood Facilitator 226 contract | 07/17/2017 | 06/30/2018 |
| | | 2. | Conduct CIRCLE,Gomez&Gomez,Marzano training | 08/21/2017 | 12/15/2017 |
| | | 3. | Hire PK Mentors to conduct PLCs, observe, coach | 07/17/2017 | 06/30/2018 |
| | | 4. | Administer CLASS progress monitoring at least 2/yr | 09/04/2017 | 05/21/2018 |
| | | 5. | Use observation & CLASS data to guide instruction | 09/25/2017 | 05/21/2018 |
| 5. | Assist learners in transitioning from early childhood programs to Kindergarten | 1. | Form parent team to improve communication | 09/04/2017 | 10/27/2017 |
| | | 2. | Hold PK meetings to explain academic expectations | 10/13/2017 | 05/14/2018 |
| | | 3. | Conduct PK events to model and extend learning | 10/27/2017 | 05/14/2018 |
| | | 4. | Conduct K information sessions at PK events | 10/27/2017 | 05/14/2018 |
| | | 5. | Annual PK & K Round-up expanded to partner sites | 03/06/2018 | 06/30/2018 |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Process and Procedures:** EISD plans, implements, and evaluates school improvement initiatives through the District Wide Improvement Committee (DWIC) using site based decision making. The EISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. The district team of stakeholders which consists of parents, educators, administrators, community members and educational partners is responsible for putting the board goals into action. This year, goals include establishing full day PreKindergarten programs to increase the number of students prepared for Kindergarten. As required by TEA, the committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. In 2015, the committee studied state and federal academic standards and eligibility requirements for PreKindergarten programs. The team also researched evidence based strategies for improvement. The leaders then created a goal for improving Pre-Kindergarten programs in EISD that includes five objectives, action steps, personnel, and materials for achieving the goal of establishing high quality, full day Pre-Kindergarten programs in the district. Once the Superintendent and Board of Trustees approved the improvement plan, district leaders look for funding sources to implement school improvement. **Feedback and Continuous Improvement:** The DWIC meets four times each year. The Superintendent will present PK Partnership Planning grant reports at the final meeting. The committee will review academic data including CLASS and Kindergarten Readiness to identify academic achievement. The team will review PK partnership implementation using the grant timeline to determine if performance objectives have been accomplished. The DWIC will use the information to adjust strategies, personnel and/or resources to meet goals. The meeting agenda and minutes are posted after each meeting on the EISD website. In this way, school improvement goals, changes, and progress are reported to the board, community and the school.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD is dedicated to partnering with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence.Our district has successfullly implementing several projects that will provide the experience and resources necessary to sustain the PK Partnership Plannning program: (1) In 2010, EISD was awarded a PK Early Start grant. The research based program utilizes Big Day for PreK curriculum, CIRCLE hands-on activities, and CLASS progress monitoring to improve the cognitive, social, and academic skills of early childhood learners. Each EISD campus earned Texas School Ready! status in 2011; (2) In 2013, to improve language and literacy acquisition for learners with special needs, EISD added a 3 year-old class at Townley Elementary to serve eligible students. The program provides 3 hours of cognitive education daily and transportation is provided. The innovative early childhood program prepares high need students to enter Pre-Kindergarten ready to learn. (3) To provide personalized instruction and build skills for a diverse set of children with a wide range of learning needs, the district employs highly qualified instructional aides for each PK class. The majority of assistants are enrolled in a teacher certification program. Aides selected for bilingual classrooms speak both English and Spanish fluently; (4) EISD was awarded High Quality PK funds in 2016. The funds enabled EISD to open a full day PK program at Townley Elementary; and (6) EISD formed a PK partnerships with Head Start in 2016 to successfully establish a full day PK at Bishop Elementary. EISD's commitment to the goals of the Pre-Kindergarten Partnership Planning grant program is evident in the PK improvement initiatives that have been implemented over the past six years. The Superintendent and Board of Trustees have made establishing high quality PK programs a priority for our district. EISD will coordinate and maximize all appropriate funding to sustain full day PK at EISD elementary schools such as increased ADA, High Quality PK grant funding, Title I, Title III, and State Compensatory Education funds. Also, the district will continue to seek out partnerships with TRS 4 childcare centers.

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| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: 220904 | Amendment # (for amendments only): |

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Input PEIMS data twice/year, Implement TEA Compliance Tool administered twice/year. | 1. | Number of 3 and 4 year old children receiving PreKindergarten services |
| | | 2. | Number of grant project activities and events completed |
| | | 3. | Number of effective practices implemented |
| 2. | Input attendance data in Eduphoria daily, data collected quarterly and annually | 1. | Number of children in full day, full year PK through the partnerships |
| | | 2. | Number/Type contractual partnership with La Petite Academies |
| | | 3. | Number/Type of contractual partnership with Head Start |
| 3. | Attendance sheets completed at PD, coaching, & PLCs – data collected each semester | 1. | Number of full day PKs implemented through partnership |
| | | 2. | Number Partner and EISD PK teachers receiving PD activities |
| | | 3. | Number teachers and caregivers received technical assistance (coaching) |
| 4. | CLASS assessment administered 2 times/year, and Kindergarten Readiness 1/year. | 1. | Kindergarten readiness results for PK students enrolled in private provider |
| | | 2. | Kindergarten readiness results for PK students enrolled in EISD |
| | | 3. | Comparison of Kindergarten readiness results, private and EISD |
| 5. | Administer Family Engagement Survey and review event attendance twice/year. | 1. | Number of Family Engagement Events held per year in ISD and private |
| | | 2. | Number of parents attending Family Engagement events |
| | | 3. | Number of Family Engagement Surveys conducted per year |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Improvement Committee (CIC) and District Wide Improvement Committee will oversee the data collection and problem correction tasks of the grant. The Project Director, the EISD Assistant Superintendent of Curriculum and Instruction, will lead the team to develop an evaluation plan that measures the effectiveness of project strategies in meeting program objectives based on identified performance measures.

**Program-level data:** The Project Director will work with the Campus Improvement Committee to review PEIMS, TEA Compliance and Monitoring Tool, Eduphoria, and Family Survey data twice each year to determine if specific performance measures have been met. The grant administrator will create a PK Partnership Planning timeline depicting Leadership Team Meetings, professional development training, Professional Learning Community meetings, Classroom Observation Tool instructor observation schedules, student assessment schedules, family engagement events, and District and Campus Improvement Committee meetings. The Leadership Team will be responsible for providing attendance sheets at each meeting or event and transferring data to the TEA Compliance and Monitoring Tool at the end of each semester. Four times each year, the Campus Improvement Committee will meet to review program level data. If activities are not being implemented as planned and performance measures are not achieved, the team will recommend personnel and resources to increase the number of high quality, full day PK partnerships successfully established. This process of quarterly review and revision will allow problems to be identified and addressed in a timely manner.

**Student-level academic data:** The Project Director and Campus Improvement Committee will review CLASS Progress Monitoring reports after each administration to determine progress toward academic performance measures. The reports will show student and class achievement for each content area and for targeted student populations including economically disadvantaged and English language learners. The team will also review attendance and behavior reports. Decisions will be made to revise grant strategies, personnel, resources, and timelines to increase the number of students who are Kindergarten ready by the end of the year. Based on recommendations from data, the Early Childhood Facilitator will train participating teachers and mentors. PK Mentors will train teachers, conduct classroom observations, and guide teachers use training and resources to improve teaching and learning. **Summative Problem Correction:** the Assistant Superintendent for Curriculum and Instruction will provide summative program and student level reports to the District Wide Improvement Committee at the end of each school year. This will program implementation and student achievement concerns to be identified and addressed in the District Improvement Plan for the upcoming year.

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**No Barriers**

| # | No Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | ☐ | ☐ | ☐ |

**Barrier: Gender-Specific Bias**

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|---|---|---|---|---|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☐ | ☐ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☐ | ☐ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☐ | ☐ | ☐ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| A99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B01 | Provide program information/materials in home language | ☒ | ☐ | ☒ |
| B02 | Provide interpreter/translator at program activities | ☐ | ☐ | ☒ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☐ | ☐ | ☐ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☐ | ☐ | ☐ |
| B05 | Develop/maintain community involvement/participation in program activities | ☐ | ☒ | ☒ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☐ | ☒ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☐ | ☐ |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | ☐ | ☐ | ☐ |
| B09 | Provide parenting training | ☐ | ☐ | ☒ |
| B10 | Provide a parent/family center | ☐ | ☐ | ☐ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☐ | ☒ |

| Schedule #18—Equitable Access and Participation (cont.) |
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**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☐ | ☒ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☒ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☐ |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☒ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☐ |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Gang-Related Activities**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C01 | Provide early intervention | ☐ | ☐ | ☐ |
| C02 | Provide counseling | ☐ | ☐ | ☐ |
| C03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| C04 | Provide flexibility in scheduling activities | ☐ | ☐ | ☐ |
| C05 | Recruit volunteers to assist in promoting gang-free communities | ☐ | ☐ | ☐ |
| C06 | Provide mentor program | ☐ | ☐ | ☐ |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |

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**Barrier: Gang-Related Activities (cont.)**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C08 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| C09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| C10 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| C11 | Establish collaborations with law enforcement agencies | ☐ | ☐ | ☐ |
| C12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | ☐ | ☐ | ☐ |
| C99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Drug-Related Activities**

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| D01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| D02 | Provide counseling | ☐ | ☐ | ☐ |
| D03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | ☐ | ☐ | ☐ |
| D05 | Provide mentor program | ☐ | ☐ | ☐ |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |
| D07 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| D08 | Provide comprehensive health education programs | ☐ | ☐ | ☐ |
| D09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| D10 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| D11 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| D12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | ☐ | ☐ | ☐ |
| D99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| E02 | Provide program materials/information in Braille | ☐ | ☐ | ☐ |

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**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E03 | Provide program materials/information in large type | ☐ | ☐ | ☐ |
| E04 | Provide program materials/information in digital/audio formats | ☐ | ☐ | ☐ |
| E05 | Provide staff development on effective teaching strategies for visual impairment | ☐ | ☐ | ☐ |
| E06 | Provide training for parents | ☐ | ☐ | ☐ |
| E07 | Format materials/information published on the internet for ADA accessibility | ☐ | ☐ | ☐ |
| E99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | | | |
|---|---|---|---|---|
| F01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| F02 | Provide interpreters at program activities | ☐ | ☐ | ☐ |
| F03 | Provide captioned video material | ☐ | ☐ | ☐ |
| F04 | Provide program materials and information in visual format | ☐ | ☐ | ☐ |
| F05 | Use communication technology, such as TDD/relay | ☐ | ☐ | ☐ |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | ☐ | ☐ | ☐ |
| F07 | Provide training for parents | ☐ | ☐ | ☐ |
| F99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention | ☒ | ☐ | ☐ |
| G02 | Expand tutorial/mentor programs | ☒ | ☐ | ☐ |
| G03 | Provide staff development in identification practices and effective teaching strategies | ☐ | ☒ | ☐ |
| G04 | Provide training for parents in early identification and intervention | ☐ | ☐ | ☒ |
| G99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Physical Disabilities or Constraints**

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|---|---|---|---|---|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | ☐ | ☐ | ☐ |
| H02 | Provide staff development on effective teaching strategies | ☐ | ☐ | ☒ |
| H03 | Provide training for parents | ☐ | ☐ | ☐ |
| H99 | Other (specify) | ☐ | ☐ | ☐ |

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**Barrier: Inaccessible Physical Structures**

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|---|---|---|---|---|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | ☐ | ☐ | ☐ |
| J02 | Ensure all physical structures are accessible | ☐ | ☐ | ☐ |
| J99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Absenteeism/Truancy**

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|---|---|---|---|---|
| K01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| K02 | Develop and implement a truancy intervention plan | ☐ | ☐ | ☐ |
| K03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| K04 | Recruit volunteers to assist in promoting school attendance | ☐ | ☐ | ☐ |
| K05 | Provide mentor program | ☐ | ☐ | ☐ |
| K06 | Provide before/after school recreational or educational activities | ☐ | ☐ | ☐ |
| K07 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| K08 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| K09 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| K10 | Coordinate with health and social services agencies | ☐ | ☐ | ☐ |
| K11 | Coordinate with the juvenile justice system | ☐ | ☐ | ☐ |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| K99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|---|---|---|
| L01 | Coordinate with social services agencies | ☐ | ☐ | ☒ |
| L02 | Establish collaborations with parents of highly mobile families | ☐ | ☐ | ☒ |
| L03 | Establish/maintain timely record transfer system | ☐ | ☐ | ☐ |
| L99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Support from Parents**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M01 | Develop and implement a plan to increase support from parents | ☐ | ☐ | ☒ |
| M02 | Conduct home visits by staff | ☐ | ☐ | ☐ |

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**Barrier: Lack of Support from Parents (cont.)**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| M03 | Recruit volunteers to actively participate in school activities | ☐ | ☐ | ☐ |
| M04 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| M05 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| M06 | Provide parenting training | ☐ | ☐ | ☐ |
| M07 | Provide a parent/family center | ☐ | ☐ | ☐ |
| M08 | Provide program materials/information in home language | ☐ | ☐ | ☒ |
| M09 | Involve parents from a variety of backgrounds in school decision making | ☐ | ☐ | ☒ |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| M11 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| M15 | Facilitate school health advisory councils four times a year | ☐ | ☐ | ☐ |
| M99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | ☐ | ☐ | ☐ |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | ☐ | ☐ | ☐ |
| N03 | Provide mentor program for new personnel | ☐ | ☐ | ☒ |
| N04 | Provide intern program for new personnel | ☐ | ☐ | ☐ |
| N05 | Provide an induction program for new personnel | ☐ | ☐ | ☐ |
| N06 | Provide professional development in a variety of formats for personnel | ☐ | ☐ | ☒ |
| N07 | Collaborate with colleges/universities with teacher preparation programs | ☐ | ☐ | ☐ |
| N99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | ☐ | ☐ | ☒ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | ☐ | ☐ | ☐ |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | ☐ | ☐ | ☒ |
| P99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| Q03 | Conduct program activities in community centers and other neighborhood locations | ☐ | ☐ | ☒ |
| Q99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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